National Congress Bulletin

June-July Published by The National Congress of Parents and Teachers, Chicago, Ill. Vol. 9, No. 11

Dear Local President:

SUMMER usually means a vacation, or at least a slowing down of regular activities. This year the summer, like everything else in this upset world, must be different. Our boys, fighting on sea, in the air, and on land, can take no breathing spell; the men and women in war industry and in the field must go vacationless — so we, the parents, teachers, and citizens at home, must continue our full effort to win the war on the "home front."

Block or Area Mothers should be organized at once. Salvage groups, each with a man for chairman, should garner waste materials during the warm days; canning for the lean days, both for home and for the school lunch, will take much time; befriending the high school boy away from home, who is helping to gather in the crops, will be one of our pleasant tasks; and many other similar duties will make the summer a busy and a fruitful time.

There is no place in this world for drones. Every person, small or tall, should justify his existence by doing something to help win the war, to keep our freedoms, and to make the citizens of tomorrow worthy of their heritage.

Our job begins on our own home front. Farther fields may look greener, other work more glamorous; but, except for the work done by our fighting forces and by the men and women who are engaged in keeping them supplied, the building of health, both mental and physical, the maintenance of educational opportunities, and the care and protection of our children constitute the most important work in the world today.

You are to be congratulated that you have chosen to serve during these crucial days in a field that has such opportunities for worth-while service and shows such immediate results.

Letitia J. Lytle

Treasurer

National Congress of Parents and Teachers

THE COMMUNITY SCHOOL LUNCH PROGRAM

MANY local associations have already reported on their progress with the school lunch project during the past year. Undoubtedly many others can tell us of fine work accomplished. If your local association has not yet reported, will you send your report to your state office at once? The score card necessary for this report appeared in the March *Bulletin*, and copies are also available from each state congress. It is hoped that many more local associations will plan to include this important project in their program of work for the coming year.

Each unit with a minimum score of 75 per cent will receive a service certificate signed by the president, Mrs. Kletzer, and the national chairman of the project, Mrs. Leonard.

SERVICE CERTIFICATE

COMMUNITY SCHOOL LUNCH PROJECT

OFFICERS ELECTED AT NATIONAL CONVENTION

THE officers of the National Congress are a president, ten vice-presidents, a secretary, and a treasurer, elected for a term of three years. These officers, chosen by staggered elections, are divided into three groups: Group one consists of the president, first vice-president, secretary, and treasurer. Group two consists of the vice-presidents from regions III, V, VII, and VIII. Group three consists of the second vice-president and the vice-presidents from regions I, II, IV, and VI. The first and second vice-presidents are chosen from the membership of the Congress-at-large. The other eight vice-presidents are chosen from regions prescribed by the Board of Managers.

At the recent convention of the National Congress of Parents and Teachers in San Antonio, Texas, the following officers were elected in group three:

Second vice-president—Howard V. Funk, New York. *Vice-presidents*—Mrs. Clifford Thompson, Connecticut; Mrs. P. B. Digby, Pennsylvania; Mrs. Emmett C. Stopher, Ohio; Dr. Alice Sowers, Oklahoma.

Other officers of the Congress, elected at earlier conventions, are Mrs. William Kletzer, president, Oregon; Mrs. William A. Hastings, first vice-president, Wisconsin; and the following vice-presidents: Mrs. J. W. Bingham, California; Mrs. Paul H. Leonard, South Carolina; Mrs. Warren L. Mabrey, Missouri; and Mrs. M. D. Wilkinson, Washington; Mrs. Charles D. Center, secretary, Georgia; Mrs. James K. Lytle, treasurer, California.

At the national convention each year officers are elected for the State Presidents' Conference and for the National Chairmen's Conference. The term of these officers is one year. At the San Antonio meeting the state presidents elected the following officers:

Chairman—Mrs. Benjamin Kendrigan, New Hampshire. *Vice-chairman*—Mrs. Fagan Cox, Louisiana. *Secretary*—Mrs. C. C. Clark, Mississippi.

The national chairmen elected the following officers:

Chairman—Mrs. Albert L. Gardner, New Jersey. *Vice-chairman*—Donald W. MacKay, Washington. *Secretary*—Mrs. Nathaniel E. White, Rhode Island.

Chicago, Illinois, was chosen as the 1943 national convention city.

NATIONAL COMMITTEES AT WORK

Music

"KEEP your communities singing," advises Mrs. Curtis Stout, national Music chairman. "With every effort united we will unify America with music and march on to victory with courage in our hearts and songs on our lips."

If ever there was a time when all Americans needed the strength and inspiration of music, that time is now. Too much cannot be said or done to encourage community interest in music, for music means a heightening of life in all its phases and an increase in good fellowship throughout the land. There is an especial tie between those who have played or sung gladly together; it is hard to imagine friction persisting among them. Accordingly, the more of such persons there are, the greater will be our national harmony. Morale is a quality hard to define, but everyone knows that fine music is unsurpassed as a builder and creator of this elusive but all-important factor in victory. Children especially need the invigorating confidence that comes from hearing and participating in musical presentations and community sings. Their protection from the anxieties of war must not be left to chance. Music can help them.

Radio

THE enormous potentialities of radio as an educator of the people are on call today on a truly impressive scale and for a truly impressive task — the marshaling of a nation's full forces of courage, morale, and ingenuity to win a gigantic world war. The effect of the war is to be noted in almost every radio presentation heard today.

Accordingly, that well-established policy of discriminating evaluation of material broadcasted — particularly material addressed to children and youth or of specific interest to children and youth — which has been advocated continuously by Mrs. W. R. Cavanaugh, national Radio chairman, is more important now than ever. It is imperative that our children acquire a true and realistic impression of war and the meaning of war, but it is even more imperative that no distortion or exaggeration of the facts be offered them in the form of radio entertainment. Parents and teachers must be constantly alert to detect and combat anything that may tend to twist the facts or to develop attitudes of hate, prejudice, or toleration of cruelty. The constructive power of radio is too great to be wasted.

FLAG WEEK

The fourth annual celebration of Flag Week will take place from June 8 to June 14, 1942. A statement from the Office of Civilian Defense announces that this year's plans, in recognition of the grave issues confronting the world, will include ceremonies to honor the flags of all twenty-six of the United Nations.

NATIONAL CONGRESS BULLETIN

Volume 9 JUNE-JULY, 1942 Number 11

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CONGRESS CONTACTS

Since April members of the Executive Committee of the National Congress have represented the organization at the following meetings:

- British Columbia Parent-Teacher Federation. Vancouver, British Columbia. Mrs. J. W. Bingham, vice-president.
- Eighth Pan American Child Congress. Washington, D. C. Mrs. William A. Hastings, first vice-president.
- Executive Committee, Commission on Children in Wartime. Washington, D. C. Mrs. William Kletzer, president.
- Inland Empire Education Association. Spokane, Washington. Mrs. M. D. Wilkinson, vice-president.

ATTENTION!

LOCAL PRESIDENTS . . .

Are you sharing the NATIONAL CONGRESS BULLETIN with the members of your Executive Committee and the chairmen of your standing committees?

NEW CONGRESS PUBLICATIONS

THE publications of the National Congress of Parents and Teachers at all times make up such a huge and impressive body of parent-teacher literature that it is not difficult at any given moment to mention several titles of fresh and immediate interest. At present, for example, there is available a new pamphlet of great practical help, **Study Group Technics,** by Dr. Ada Hart Arlitt, national chairman of Parent Education. The new parent-teacher leader will find it of exceptional interest and value. Available also is the leaflet **Parliamentary Procedures,** which all officers will find useful in its handy separate form.

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There are the two new study course leaflets, "America Pitches In" and "Babies in Wartime." These descriptive folders indicate the content and value of the two courses that will appear monthly in the **National Parent-Teacher** during the coming year.

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The **Findings** of the 1942 national convention and the **National Bylaws** as amended at the 1942 convention are also available in leaflet form.

All of the foregoing publications have been distributed free to state congresses on the *standard allotment basis*—that is, in quantities equal to the total number of local associations in each state, plus a quantity equal to 15 per cent of the total number of associations to take care of new and reinstated units, and plus 100 copies for distribution to state board members.

Community Life in a Democracy

An attractively bound 320-page volume ready for August delivery, price $1

THIS book, which is scheduled for summer publication, is a highlight of the entire year's publishing program. It will give parent-teacher leaders and all interested persons a completely refreshed outlook on the possibilities of the American community as a unique contributor to the national culture. No effort has been spared to secure the participation of nationally known leaders in the assembling of data and in the writing of the many chapters, each of which is at once an independent discussion and an integrated feature of the volume as a whole.

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Make check or money order payable to the *National Congress of Parents and Teachers* and address your order to the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago, Illinois.

THE NATIONAL PARENT-TEACHER CONVENTION IN REVIEW

Theme: **AMERICA STRONG, WITH SPIRIT FREE**

A digest of the addresses given at general meetings and forums

A Message from the President of the United States

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WASHINGTON DC 2
MRS WILLIAM KLETZER PRESIDENT THE NATIONAL CONGRESS OF
PARENTS AND TEACHERS GUNTER HOTEL =SANANTONIO TEX=
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AT THIS TIME I WANT TO CONGRATULATE THE NATIONAL CONGRESS OF PARENTS AND TEACHERS UPON ITS PAST ACHIEVEMENTS THESE POINT THE WAY TO STILL GREATER ACHIEVEMENTS TODAY WHEN THE WHOLE WORLD IS IN TURMOIL AND WHEN DEMOCRACY IS BEING ASSAILED YOU HAVE GREATER OPPORTUNITIES THAN EVER BEFORE TO RENDER SERVICE I AM CERTAIN THAT YOU WILL INCREASE YOUR EFFORTS TO HELP IMPROVE THE SCHOOLS THE BEDROCK OF DEMOCRACY AND TO HELP SURROUND THE CHILDREN OF AMERICA WITH EVERY POSSIBLE SAFEGUARD=

FRANKLIN D ROOSEVELT•

From Mrs. Kletzer's Report

THE supreme test of such an organization as ours is its ability to carry out its spiritual as well as its material obligations under any and all conditions . . . " Because of the forethought of the leaders of the National Congress of Parents and Teachers, "Pearl Harbor . . . did not catch us out of step." Long before that tragic occurrence, the National Congress was engaged in an all-out defense effort and was working to improve child and family health, through cooperation with the National Nutrition Conference and similar groups and through its school lunch program, expansion of the Summer Round-Up of the Children project, and encouragement of home nursing and first aid classes. It supported educational and character-building services. It sought to prevent economic exploitation of children and to safeguard them in defense and danger zones. As soon as war was declared, information to assist families in adjusting to wartime conditions was widely distributed. A Special War Extra Bulletin carried the National Congress war program to the membership. A war supplement was added to the *National Parent-Teacher*, which contains much worthwhile organizational material, study courses, and articles on child welfare, citizenship, etc.

Through its state branches and local units, the organization may contribute to the nation's war effort and to the nation's welfare through meeting the need to: (1) strengthen the home and family; (2) establish in the public mind the important contribution of the school to national stability; (3) correlate efforts of home and school; (4) bring citizens and neighbors into greater understanding; and (5) remember that America needs beauty and spiritual things as well as bread.

PROGRAM IN BRIEF

SUNDAY, MAY 3—AFTERNOON
- Vesper Service
- Address: "I Too Stand Beside a Road," Howard V. Funk, vice-president

MONDAY, MAY 4—MORNING
- Processional and Salute to Flag
- Greetings from Texas and Texas Congress
- Reports of committees and officers

AFTERNOON
- Section Meeting A: "The Work of the Local Unit in Wartime"
- Section Meeting B: "Unity Achieved Through the Council"
- Section Meeting C: "Planning Together with Youth"
- Clinics on problems of organization, etc.

EVENING
- "Courage for Crisis," Bonaro W. Overstreet
- "Thirty Minutes South of the Border": a musical presentation
- Reception to national life members

TUESDAY, MAY 5—MORNING
- National Chairmen's Conferences
- Election of Officers
- "Healthy Children for a Strong America," George W. Cox
- "Interpreting the War to Children," Ethel Kawin

AFTERNOON
- National Parent-Teacher Magazine Luncheon
- Forum: "Outlook for Education in Wartime"
- National Chairmen's Conferences

EVENING
- "Inter-American Night"
- "Inter-American Education—the New Frontier," George I. Sanchez
- "Education in Mexico," Rafael Ramirez
- "Message from Canada," L. A. DeWolfe
- Music by the National Mothersingers Chorus

WEDNESDAY, MAY 6—MORNING
- National Chairmen's Conferences
- "Our Job in the Community," Paul Kellogg

AFTERNOON
- Forum: "War Economy on the Home Front"
- National Chairmen's Conferences

EVENING
- Banquet Address: "Who Has the Youth Has the Future," Erika Mann

THURSDAY, MAY 7—MORNING
- National Chairmen's Conferences
- "Importance of Recreation in a World at War," Mark McCloskey
- "The Task Before Us," Adolph Linscheid
- Report of the Findings Committee
- Installation of Officers
- Retirement of Flag

AFTERNOON: Historical Tour

• ADDRESSES

Courage for Crisis

Bonaro W. Overstreet
Educator and Author

"WE ARE having to find a pattern for carrying life on as well as carrying the war on, and so we are looking into ourselves today, at what personal resources we have for making courage good enough for a time like this." The new pattern must have much in common with the everyday courage that has made America — the courage of the pioneer, the farmer, the inventor, and the housewife.

The spiritual ingredients of a recipe for courage include: (1) a sense of the importance of the individual. The ideals of justice, liberty, etc., have to live in the individual or they have no home on earth. (2) a sense of what I personally have at stake—freedom to speak, to be decent to people of other races, etc. (3) the ability to turn whatever expertness I have to the common good. (4) ingenuity or inventiveness. Fundamental remodeling of our society is going to have to be undertaken, so we had better put our minds to work on the problem. (5) a sense of perspective. There can be no Utopia on this side of human decency but habit structure, and that is a long job. (6) a sense of companionship with people all over the world who want the same sort of human relationships that I want. (7) a sense of the importance of little daily things, such as the ideas that youth catches from us about the worth or lack of worth of human beings. (8) a sense of where I belong in a tradition of freedom, a tradition of longing for something better than has yet been created.

Healthy Children for a Strong America

George W. Cox
Texas Public Health Officer

THE rejection of more than one-half million young men, 21 to 35, not over 20 per cent of whom were capable of rehabilitation, during the first year of the Selective Service Act, points to a need for constructive measures to improve the nation's health. They grew to manhood during a period of great medical advance. Yet too little was done to promote their individual well-being and what was done came too late. This must not happen to our children.

An inferior state of nutrition, poor posture, and a relative retardation of growth seem to lie back of most of the defects of child health, and these also were associated with the physical disabilities noted in Selective Service examinations. The former are almost completely preventable if we take adequate measures early enough.

We know now that the child needs to be born of healthy parents, to have a happy life in a home that provides adequate shelter and to have the right food for his age and needs. He also needs guidance in forming good habits, in learning to work and play with others, and he has a right to proper health supervision and protection against disease in wartime and in peace. Health must no longer be defined as apparent absence of disease, but as the presence of optimum physical development and the greatest possible realization of each individual's physical possibilities.

Interpreting the War to Children

Ethel Kawin
Director of Guidance, Public Schools, Glencoe, Illinois

"THE greatest conservation problem in the war is the protection and welfare of children, because only in so far as we protect them will the world after the war be worth living in for them and us."

The hazards of war thus far for America's children are primarily psychological. We have learned from England that, aside from the physical dangers of total war, the two greatest dangers are: loss of the feeling of security in children, because of disrupted home and family life; and the increase of delinquency and crime. The third great lesson is that the war affects most seriously the children who otherwise are inclined to be disturbed. We can best protect children against the psychological hazards of war by aiding them to be well-adjusted and wholesome.

Six principles might well be followed:

1. The attitudes and reactions of children depend on our attitudes and reactions.

2. "Business as usual" applies to children in wartime, though not to adults.

3. War demands especially wise guidance for the increased emotional needs of children. Children can learn to face failure or difficulty with equanimity. See that your talk of war does not continue day and night and that it comes principally when children ask questions. Do not teach children to hate, for the lasting peace of tomorrow must be built on good will.

4. It is vital to help every child to find some participation in the war effort.

5. The war should be interpreted to each child at the level of his own understanding.

6. Present-day youth must be prepared to win the peace in the world of tomorrow.

Inter-American Education

George I. Sanchez
Professor of Latin-American Education, University of Texas

"THE schools of the Americas are beginning to sense a real challenge and an attractive opportunity in the movement for hemispheric solidarity." Professional skill, realism, and intensive planning are needed to develop a new conception of Americanism and the curricular changes indicated.

International cooperation is now a measure of self-defense and cultural isolationism is impossible to any forward-looking nation. Differences of language, European origin, climate, government, and economic competition lie between Latin America and us. Yet we are united by our love of freedom and our personal and social values. The most dangerous obstacle between us lies in mutual ignorance and misunderstanding. It can be eliminated if actual knowledge of Latin America and increased insight into social values are transformed into human understandings and appreciations.

I would suggest that understanding and appreciation begin with the people of Spanish origin within our borders. In general, the problem of educating Latin American children is the same one presented to teachers by other children. It is complicated but not caused by their cultural background and current socio-economic status. The nature of their social position and the by-products of their economic poverty are the same as for other underprivileged groups.

Segregation isn't the answer. Enriched curriculums, better teachers, school lunches, vocational guidance and training will do as much for the Spanish-speaking child as for other children. Actually this reservoir of knowledge of Spanish and Latin-American background should be treated as a cultural asset.

"Do not be afraid of asking your members to work this summer. People want to do worth-while things to help the nation's morale and to increase its efficiency. If your organization does not offer opportunities to its members for service during summer months, these members will seek outlets for their desire to render war service in the programs of other organizations. And, if this happens, parent-teacher leaders will find it increasingly difficult to marshal their forces in the fall."

— MRS. KLETZER

Education in Mexico

Rafael Ramirez
Specialist in Rural Education, Mexican Department of Public Education

HUMANITY, to save its values, must fight on the spiritual as well as on the material level. Thus educational questions are of great importance. Reform is urgent.

The new school in Mexico must rest on Mexican tradition. It must study its own physical environment and be the natural result of its social environment, as well as the source of its improvement. It must be a unifying element among diverse racial and economic groups. It must seek to fulfill the historic destiny of Mexico.

The object of education is the individual as an end in himself. The school best serves the country by producing the type of man it needs in each period of history. It must infuse in every youth interest in the society about him, patriotism, love of his fellow citizens. In this moment of crisis, the school should impart both practical teaching and a humanist education.

Message from Canada

L. A. DeWolfe
President, Canadian Home and School Federation

THE Home and School Federation is the parent-teacher organization in Canada. Eight out of nine provinces have branches of the Federation; the organization of each differs according to the ideals and interests of the province. One stresses libraries; others stress community standards, agricultural education, child psychology, and youth guidance. Adults who are neither parents nor teachers may join the Federation.

In the rural schools, Home and School members supplement the services of the teacher. Handicrafts are emphasized. An attempt is being made to develop ways in which a youth may render service to the state in return for the service (education) given him. The emphasis is on children and citizenship, rather than on university requirements.

Home and School Federation members try to show that any effort in education of the masses is a good investment of money. By giving each child something at which he can be successful, future need for jails, hospitals, poorhouses, etc., will be lessened. All individuals need both vocational and citizenship training. As parents realize this, teachers and administrators will change curriculums accordingly.

Our Job in the Community

Paul Kellogg
Editor of Survey Mid-Monthly and Survey Graphic

WE, in our generation, have been facing the necessity of working out a foothold for life and democracy in communities where people live close together. The schools face the challenge to relate the old ideas of book learning to the new obligations of industrial, city life. The purpose of this address is to interpret some of the challenges to laymen, teachers, and parents in the situation facing childhood and youth, as discussed in the recent conference at the U. S. Children's Bureau.

We must safeguard children in the midst of wartime attack and disaster. The Office of Civilian Defense, the Social Security System, and state and national social welfare laws all aid in protecting civilian life. But we need team play not only between national agencies, but between all local welfare groups. Local communities can contribute directly to the national effort and also, through their organized proposals, criticism, etc., will secure action on the federal level.

Another important subject is the conservation of life and childhood in the defense areas. Health and welfare agencies, labor unions, churches, and P.T.A.'s have a part to play. We must make democracy work where we are, by eliminating old wastes and strains in community life. We must strike a new balance between self-interest and patriotism, and not let boys and girls be prematurely drawn into fields and factories. We will have to fight to maintain our schools.

The P.T.A. is in a strategic position to help safeguard child life against the hazards of war, shifting populations, disease, juvenile delinquency, and the strain of war production efforts.

Who Has the Youth Has the Future

Erika Mann
Author and Lecturer

OUR unpreparedness on the military and production fronts can be remedied with comparative speed, but it will not be easy to catch up with the psychological preparedness of the enemy. Normally, it takes time to alter the way an individual feels and thinks, as well as a great deal of theoretical knowledge of a situation which makes changes necessary, and also a lot of personal experience. Now, within a short time and without the invaluable though painful experiences which cured European democracies of their moral laziness, we have to develop an enthusiastic fighting spirit in ourselves and our neighbors.

"*Who has the youth has the future.*" Hitler's possession of the youth of his country has caused many of his successes, but this may prove not to be to his continued advantage and he may not be able to keep his possession in the face of serious and continued setbacks.

Nor would we want to possess our youth in the Nazi sense. American youth possesses democracy. We want our young people to be inspired by faith based on knowledge, loyalty based on voluntary discipline, and readiness to die, if need be, for a cause greater than any of our own personal, temporary interests.

With American youth we must come to an agreement as follows: We must point out what will happen in case of failure. We must admit that what we are calling upon young people to defend is imperfect, but our leaders will be willing infinitely to improve it. We can set up a new order only through sacrifice and through opposition to ignorance and stupidity.

Importance of Recreation During War

Mark McCloskey
Recreation Division, Federal Security Agency

THE job of the Federal Security Agency in wartime is a reflection of its normal, everyday tasks. These duties include: family security; mobilizing the manpower of America; preparation of youth for work on the home production front; maintenance of the supply of teachers; public health; nutrition; social control of prostitution; and recreation.

The Recreation Division endeavors to help communities adjacent to Navy and Army concentrations to provide adequate recreation for the men in our armed forces. Recreation is all kinds of things in all kinds of places, depending on what people want to do in their leisure time. It includes, for soldiers and sailors, a place in town to check parcels, etc.; information about the community; dancing; the companionship of women of all social strata, in informal, homelike situations.

Recreation also has something to do with the well-being of all the people—health, nutrition, housing which provides for playgrounds and community centers, and morale based on maintenance of the social services of the community.

Life is continuous. What we do now will carry over into peace times. An expanded program of recreation can give color to life and make it seem worthwhile for our children to do the great tasks ahead of them. Proper leadership will cost money but will be worth it.

Measures That Make for Morale

Adolph Linscheid
President, East Central State Teachers College, Ada, Oklahoma

THE security of the nation depends upon the morale at home and at the front. Morale is love of country; belief in her institutions; faith in her perpetuity; readiness to perform duties that have been placed on us, to work and buy bonds, and to take victory or defeat without undue emotion. Morale is produced principally through the press, the radio, the church, the school, and the home.

Next to maintenance of morale, the greatest task before us is to support the government with our means, through taxation and purchase of bonds. We must not provide too little for our armed forces and we must not provide it too late.

"Courage," said Aristotle, "consists of recognizing dangers . . . and preparing to meet them, avoiding on the one hand insensibility and foolhardiness and fear and panic terror on the other." We face a terrible war, but we have the means to win if we use them rightly and are united among ourselves. Conquerors must not be allowed to stop the process by which men are seeking and attaining self-government.

● FORUMS

The Outlook for Education in Wartime

Paul C. Packer, dean, School of Education, University of Iowa, moderator; *Myrtle Hooper Dahl*, president, National Education Association; *Henry Harap*, professor of education, Peabody College, Nashville, Tennessee; and *Edwin A. Lee*, dean, School of Education, University of California, participants.

DR. PACKER opened the forum by stating that the outlook for education is the best it has been for a generation. Meeting the challenge of the war will put our schools in order and insure restoration of intellectual and spiritual toughness to our people.

Mrs. Dahl suggested that the immediate problems of the elementary and secondary schools concern both parents and teachers and teachers should be represented in P.T.A. councils, etc. Parents and teachers must cooperate in seeing that emergency activities do not deprive youth of its right to an education, health, and protection from exploitation.

Dr. Harap believes that a large part of the school's wartime program should be basic education for living.

Schools on both coasts have made the greatest curricular adjustments. Industrial training has been most stressed; physical fitness and democratic living have had considerable emphasis. Other changes include: saving materials (through consumer education, teaching methods of repair, etc.), cooperating in civilian defense, helping finance the war, study of first aid, peace aims, and subject matter needed in the Army and Navy. As the war continues, shifts in emphasis will follow.

Dr. Lee emphasized the vocational adjustments of the schools. Most high school boys face induction into the armed forces. The schools must leave nothing undone to produce physical fitness and vocational skill in every boy. Boys who do not face induction should be prepared for initial entrance into wartime occupations. The professional education of a small, selected group is highly desirable in order to supply the armed forces and civilian life with doctors, engineers, etc. Schools should investigate the possibilities of work in which women can replace men and should provide suitable training.

Every high school youth must become aware of the factors underlying the war. Young people must adjust themselves to new economic conditions and be prepared to help the United States take its important part in determining the kind of world that is to be for their children's children.

War Economy on the Home Front

Robert L. Sutherland, director, Hogg Foundation, University of Texas, moderator; *Helendeen H. Dodderidge*, Consumers' Counsel Division, U. S. Department of Agriculture; *R. H. Montgomery*, professor of economics, University of Texas; *Dr. Ercel Eppright*, director of home economics, Texas State College for Women, Denton; and *Mrs. Minnie Fisher Cunningham*, U. S. Department of Agriculture, participants.

MRS. CUNNINGHAM believes that the war has affected the emotions of the American people but not yet their living. They must in the future justify all purchases in terms of social action and participation.

Digests of the section meetings will appear in the August issue of the *Bulletin*.

Mrs. Dodderidge suggested that the changes we shall soon be making in our consumption habits ought to be called adjustments. Only the armed forces are making sacrifices as well as adjustments. Production must be cut, existing supplies conserved, agricultural production increased, and nutrition education expanded. The maintenance of the home front has an important effect on soldier morale.

We homemakers should be aware of what we are doing in our governmental capacity. We should cooperate in the consumer program, learn more about the price control bill, save wool, invoice our household equipment, maintain our clothing, and understand simplification of styles and sizes.

Dr. Eppright defined the home front in our war economy as meaning "saving, hard work, and clear thinking." Not only is the era of abundance in labor, money, and material gone, but we have new wartime responsibilities. A four-point program for conservation of food might include: (1) the clean plate, or conservation of food itself; (2) careful emptying of containers; (3) use of methods of cooking which prevent waste of food and nutrients; (4) reduction of the use of highly processed foods, to save food values and manufacturing costs.

An expanded educational program should (1) stress ways the homemaker can cooperate with the war effort; (2) make available to every homemaker scientific information about the conservation of economic and human resources; (3) educate every woman for intelligent participation in democracy; and (4) offer opportunity for women to come together for exchange of ideas and experiences.

Dr. Montgomery emphasized clear, honest thinking as a major responsibility of citizens in a democracy. The war must be won in our own minds and hearts as well as on the battle fields.

The major problems are those of working together cooperatively. Liberty for an individual involves responsibilities. We must drop this idea of every fellow for himself regardless of what it does for the community. Antisocial customs can be controlled or eliminated by long-time education, social pressure of the community, and passing of laws.

NATIONAL CONGRESS MEMBERSHIP 2,685,041

THE National Congress of Parents and Teachers has answered the challenge of the nation at war with an increase of 208,790 members, making a total membership of 2,685,041 at the close of the fiscal year, April 15, 1942. This is more than double the increase for 1941.

Mrs. L. W. Hughes
National Membership Chairman

It is significant that states in strategic danger zones have made the largest gains in their history. Beyond question, the wartime program of the National Congress, which has been so carefully thought out and so widely and prominently publicized, has brought many of these welcome newcomers to our ranks. In the work of the parent-teacher association they will find fulfillment of their desire to serve, and they will serve in the most significant manner possible to civilians — by aiding in the care and protection of the children and youth of America. The gain in membership is a gain, therefore, not only to the National Congress of Parents and Teachers but to the nation as a whole.

In this time of crisis, America trusts the Congress to hold the line for education, health, recreation, and all the inalienable rights of its millions of children. Never in its history has the Congress made a more vital contribution to the actual needs of the American community than during the year just past. Its leadership has been wise, resourceful, and far-seeing. The spectacular gain in its membership is enough to show how it has awakened the desire to serve.

The years that lie ahead are fraught with danger. The Congress will carry a heavy burden of responsibility. We must not relax our vigilance. We have repeatedly emphasized that "neglected generations must be cared for later in public institutions." This generation, of all others, must not be neglected, for the fate of the world is in its hands.

To the state congresses, and especially to the state Membership chairmen, who have worked steadily and faithfully to hold and to increase the membership, the National Congress tenders its profound appreciation of the magnificent results they have achieved.

— Mabel Williams Hughes

Membership on April 15, 1942

Alabama	62,312
Arizona	10,029
Arkansas	42,653
California	284,879
Colorado	48,943
Connecticut	29,844
Delaware	6,938
District of Columbia	18,873
Florida	59,603
Georgia	54,316
Hawaii	16,221
Idaho	12,373
Illinois	193,213
Indiana	79,284
Iowa	53,678
Kansas	48,011
Kentucky	41,984
Louisiana	21,637
Maine	10,619
Maryland	16,070
Massachusetts	32,856
Michigan	95,772
Minnesota	57,223
Mississippi	18,536
Missouri	78,310
Montana	11,516
Nebraska	26,000
Nevada	1,855
New Hampshire	4,792
New Jersey	112,109
New Mexico	5,317
New York	118,913
North Carolina	85,011
North Dakota	13,000
Ohio	192,825
Oklahoma	40,710
Oregon	30,305
Pennsylvania	143,979
Rhode Island	12,191
South Carolina	19,429
South Dakota	17,975
Tennessee	81,223
Texas	143,013
Utah	21,957
Vermont	10,098
Virginia	55,666
Washington	56,467
West Virginia	50,011
Wisconsin	32,519
Wyoming	3,783
Puerto Rico	200
Total	2,685,041

A WARTIME PROGRAM ON SAFETY

AT THE meeting of the Board of Managers of the National Congress in San Antonio, the following safety program was adopted:

1. We will urge our members and others whom we influence to restrict the use of the family car to essential driving.

2. We will publicize through our bulletins, meetings, etc., safe rules for pedestrians.

3. We will publicize safety rules for bicyclists.

4. We will support "share - a - car" or "swap-ride" movements to make one car do the work of four on necessary trips, keeping the other three cars idle.

5. We will limit our driving speed to forty miles an hour and urge state and local police to enforce the maximum speeds.

6. We will revise our shopping plans to cut travel requirements to the minimum and our shopping habits to avoid rush hours.

7. We will cooperate with traffic and school officials who find it necessary to stagger school hours in order to free mass transportation facilities for war production workers who must ride at specified periods.

8. We will exert our influence for the maintenance of safe pupil transportation and urge that careful plans be made for the proper and continuous care of existing equipment, the survey of operating schedules, the training of the best available people for drivers, and the lessening of the total transportation load by urging that, wherever possible, children walk to school. We will cooperate with transportation officials finding it necessary to use school buses for war workers, but will urge those officials to consider the needs of children when planning this diversion.

9. We will urge our chief state school officer to cooperate actively with the State Highway Traffic Advisory Committee.

10. We will urge our local leaders to secure positions on local traffic advisory committees and through this contact make a positive and constructive contribution to the development of safe local transportation.

WINNERS OF SPECIAL CERTIFICATES

HONORED each year at the national convention are the state congresses that have done outstanding work in promoting the circulation of the *National Parent-Teacher*.

Special honor certificates are awarded to states in three groupings, as follows:

1. To the ten states showing the greatest gain in subscriptions for the year ending March 31.
2. To the ten states having the highest percentage of members subscribing.
3. To the ten states sending in the most subscriptions during the year.

This year at the Magazine Luncheon, which filled the ballroom of the Gunter Hotel in San Antonio, the following states received the awards:

GROUP 1

1. Alabama	6. Washington
2. North Carolina	7. Montana
3. Illinois	8. Nebraska
4. Ohio	9. Utah
5. Georgia	10. Massachusetts

GROUP 2

1. Montana	6. Iowa
2. Arkansas	7. Georgia
3. Wisconsin	8. Louisiana
4. Idaho	9. Vermont
5. North Carolina	10. New Mexico

GROUP 3

1. Illinois	6. New Jersey
2. Pennsylvania	7. Washington
3. California	8. Missouri
4. Ohio	9. Indiana
5. North Carolina	10. Arkansas

North Carolina earned an honor certificate in each of the above three classifications—the only state to achieve this distinction this year.

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Alabama received the award for having earned the most Blue and Gold Scrolls, and Arkansas for having the most associations entitled to Blue and Gold Certificates.

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You can begin to plan now to help your state to retain or improve its standing in the aforementioned groups or to achieve this standing for the first time at the next national convention. All subscriptions forwarded from April 1, 1942, through March 31, 1943, will be counted. Have you renewed your association subscription? Have you renewed your P. T. A. Bookshelf subscription? Does *your* library subscribe?

The subscription price of the NATIONAL PARENT-TEACHER is $1 a year. Make check or money order payable to NATIONAL PARENT-TEACHER. Mail to 600 S. Michigan Blvd., Chicago, Ill.

NEW PROGRAM MATERIAL IN OUR MAGAZINE

IN THE prospect that lies before the *National Parent-Teacher* for the year 1942-43 there is much that calls for the gravest thought, the most attentive study. Strengthening the American home for endurance of the tasks and the possible hardships that lie ahead of us is no insignificant undertaking. But it is an undertaking that will be made easier and more successful if we see to it that we neglect no available tool that can possibly help us. The *National Parent-Teacher* is such a tool. It is immensely valuable at all times and in all circumstances; it is supremely valuable now that we, as parents and teachers, face the greatest endeavor in our own and our country's experience.

NEW STUDY COURSES

THE needs of parenthood and citizenship in a world at war will be considered by the *National Parent-Teacher* in two new study courses, "America Pitches In" and "Babies in Wartime." Dr. Ada Hart Arlitt, psychologist, author, parent educator and well known to the membership of the National Congress as its national chairman of Parent Education, will continue to conduct the study courses in the Magazine. The two new courses will begin with the September 1942 issue.

Both courses have been specifically designed to help parent-teacher workers plan programs that will be definitely useful to parents and citizens in time of war. Intelligence and courage are needed for the role of either a parent or a teacher at such a time. It is confidently expected that "America Pitches In" and "Babies in Wartime" will meet a genuine need of parent-teacher workers everywhere.

ORGANIZATIONAL MATERIAL

Findings of San Antonio Convention

THE findings of the recent national convention will be interpreted with authority and assurance to the membership of the National Congress of Parents and Teachers by Congress leaders. Undoubtedly much valuable program material will result from their presentations. Organizational material has a heightened value today, for a membership well informed about organizational structure, activities, and projects is a membership enabled to contribute effectively and intelligently, without loss of time or energy, to our total war effort.

Community Life in a Democracy

PROGRAM outlines based upon the new book, *Community Life in a Democracy*, will be an important feature of this year's Magazine. This is a highly significant publication and one that will influence parent-teacher thought and action for years to come. Programs based upon its chapters will be extremely valuable to those who are concerned with the building of the democratic community.

YOUR FORTHCOMING YEAR'S PROGRAM

YOUR parent-teacher program for 1942-43 will gain immensely in value and significance if it is enriched by use of the aforementioned materials.

No effort has been spared, in planning these materials, to give parent-teacher associations all over the nation the very best that can be garnered from the richest and most reliable sources for their guidance. The *National Parent-Teacher* should be so intimate a part of the equipment of the parent-teacher organization that it springs instantly to mind whenever there is any question of program material. This is one of the purposes for which the Magazine is published, and it serves the larger purposes —the strengthening and improvement of the homes and schools of America's children—in a unique and telling way.

Base your work for the forthcoming year on the program materials presented in your national magazine and be SURE of a memorable and fruitful year of achievement.

Buy War Bonds and Stamps